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Responsibilities of the Bureau of International Education in U. S. Educational Foreign Policy

THOMAS E. COTNER

AID and AUB: *Partners in Middle East Development*

MYRON H. VENT

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—Office of Education

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Responsibilities of the Bureau of International Education in U.S. Educational Foreign Policy

By THOMAS E. COTNER*

THE Office of Education, U.S. Department of Health, Education, and Welfare, through its Bureau of International Education, provides leadership and performs a number of specific functions in the field of international education. Broadly speaking, the Bureau is called upon to provide services to American educators and educational institutions; maintain relations with international organizations, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Organization of American States, (OAS), the United Nations, and others; and assist the Bureau of Educational and Cultural Affairs and the Agency for International Development, Department of State, in carrying out the educational foreign policy of the United States through exchange and technical assistance projects.

Comparative Education

In its service to American education and to our educational institutions, the Division of International Studies and Services of the Bureau engages in several specific activities. The Comparative Education Branch of the Division has a primary responsibility for meeting national needs for information on education in other countries. This responsibility is not new to the Office: the first annual report of the Commissioner of Education, 1867–68, contained a section entitled "European Systems of Public Instruction." In the following years, various studies of the educational systems of other nations were made, and in 1896, the precedent established became law when the Congress assigned the responsibility of making these studies to the Office of Education, then called the Bureau of Education.

Since that time, the Office has published a series of bulletins and other studies on education in other countries. These studies are designed to make such information and analyses available to U.S. educational institutions, professional organizations, government agencies, and to specialists in comparative education and other persons. Office publications have been used by colleges and universities in developing courses in comparative education and have aided school officials in evaluating foreign academic credentials for admission and placement purposes and in preparing instructional programs for students who have studied abroad. Some of the most recent publications in this field are: *Ministries of Education, Their Functions and Organizations*, by Kathryn G. Heath; *Higher Education in the Philippines*, by Arthur L. Carson; *Education and the Development of Human Technology*, by Kenneth Neff. Copies of these and other publications may be obtained by writing to the Government Printing Office, Washington 25, D.C.

Staff members in the Comparative Education Branch serve, upon request, in an informational, resource, and consultative capacity on education in other countries. Institutions and agencies developing international education programs and technical assistance and exchange programs in education call on the staff for information and services related to education in other countries.

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*Dr. Cotner is the Acting Deputy Associate Commissioner for International Education and Director of the Division of Technical Assistance and Exchange Programs. He joined the Office of Education staff in February 1942 and has served in various positions in international education in the Office since that date with the exception of 3 years, 1943–46 in the U.S. Naval Reserve.

Dr. Cotner holds the B.A. from Baylor University and the M.A. and Ph. D. from The University of Texas. He has taught at the high school level in Texas and at The University of Texas and Tulane and George Washington Universities.

In addition the staff has developed a credential evaluation service which may be utilized by educational institutions in placing individual students and by licensing and certification authorities and personnel offices in evaluating foreign educational preparation for professional or employment purposes in the United States.

The Branch maintains an educational materials laboratory, which includes collections of textbooks, general instructional materials, trade books, professional literature, and sample curriculums. While most of these holdings are from the United States, a number of publications and documents are from other countries or international organizations. The collections are exclusively for reference and are used principally by foreign educators visiting and teaching in the United States, American educators conducting instructional programs abroad or in this country, and specialists and researchers in comparative education.

International Organization Services

For more than a decade, the Office of Education has provided services in connection with international organizations. Office participation in the programs of such organizations involves the following activities: The formulating of U.S. positions on particular educational problems; providing consultative and informational services on educational subjects; selecting or providing qualified persons to represent the United States at international education meetings; preparing official reports and studies on education in the United States; and acting as liaison between international organizations and the U.S. educational community.

The largest of the international organizations in the field of education is, of course, the United Nations Educational, Scientific and Cultural Organization, and the United States is a member of it. The United States National Commission for UNESCO works with many organizations in this country in an effort to support the work of UNESCO and to acquaint the people of the United States with its program. The United States Commissioner of Education is a member of the National Commission, and the Office of Education is called upon by the Commission to assist it in various ways.

There are many conferences and meetings on education called each year by international governmental and nongovernmental organizations. Frequently, members of the Bureau staff attend these meetings as official or unofficial delegates or as observers. At many intergovernmental conferences sponsored by such organizations as the United Nations, UNESCO, the International Bureau of Education, the Organization of American States, and the South Pacific Commission, the United States must take an official position on some specific educational problems. Staff members of the Office participate in the development of these positions. To do this work and to prepare official reports on educational subjects for international meetings, staff members must have a knowledge not only of American education but also of foreign educational systems, since they must interpret this country's educational objectives and practices in such a way as to make them understandable abroad and at the same time to take account of the points of view of other nations on educational questions.

Technical Assistance and Exchange Programs

In carrying out the educational foreign policy of the United States, the Office of Education has several program responsibilities under agreements and in cooperation with the Bureau of Educational and Cultural Affairs and the Agency for International Development of the Department of State. The exchange and training programs and technical assistance to other countries have these objectives: To foster international understanding and good will among nations; to develop a better understanding of the United States abroad; to promote unity among the free nations of the world; to strengthen the free world against communist aggression; to improve instruction in American schools and colleges in foreign languages and area studies; to provide technical assistance in education (and in other fields) to underdeveloped countries requesting aid in an effort to improve standards of living through attaining good health, adequate food, social justice, and educational opportunity.

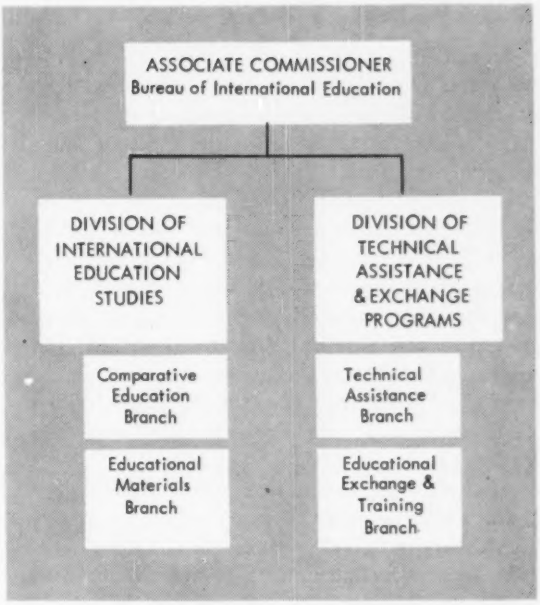
1. Teacher exchange program

The teacher exchange program began in 1946 between Great Britain and the United States, before there was an exchange of students, teachers, professors, and research scholars such as was later provided by the Fulbright Act (Public Law 584, 79th Con-

gress) and the Smith-Mundt Act (Public Law 402, 80th Congress) and is now provided under the Mutual Education and Cultural Exchange Act of 1961, the Fulbright-Hays Act (Public Law 87–256, 87th Congress). From 80 to 100 pairs of teachers are interchanged each year between these two countries, exchanging positions at about the same grade levels and in the same subject fields. Over 3,300 teachers have been exchanged during the past 17 years with Great Britain alone. Interchanges of teachers also are carried on with Argentina, Australia, Austria, Belgium, Canada, Chile, Germany, Italy, The Netherlands, New Zealand, Norway, Peru, Spain, Sweden, and Uruguay.

The teacher exchange program also offers teachers other opportunities for assignment on a one-way basis, no interchange being involved, in such countries as Argentina, Cambodia, Chile, Denmark, Ecuador, Finland, Germany, Greece, Iceland, India, Indonesia, Italy, Japan, Liberia, Libya, Morocco, Nepal, The Netherlands, Paraguay, Tunisia, Turkey, and United Kingdom dependencies. Summer seminars are held for U.S. teachers of Latin American history, geography, and social science in Brazil; of Spanish in Colombia and Spain; of French and World or Modern European history in France; of German in Germany; of classical history in Greece; of World, Middle, or Far Eastern history in India; and of Italian or the classics in Italy. The teacher exchange program also provides an opportunity for a group of 20 United States school administrators to go abroad each year during February and March to study the educational systems of two selected European countries.

Exchange teachers have an opportunity to promote better understanding and good will among children in their classrooms and adults whom they meet at all levels of society. The program provides them an opportunity to broaden their educational horizons, and it makes for better teachers and better teaching. American school superintendents and principals say that having a teacher from another country in their schools stimulates pupils and staff and that their own teachers have made an even greater contribution to the school program upon their return from an exchange year. Curriculum offerings have been strengthened by teachers with greater depth and breadth of experience. Since the program was initiated, 7,552 teachers have been exchanged with 83 nations or dependencies.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Comparative Education Branch
Educational Materials Branch
Technical Assistance Branch
Educational Exchange & Training Branch

The Bureau of International Education

Individual reports are made by the exchange teachers and reports are received from principals and superintendents on their work. Annual reports are prepared by the Office of Education as well as by the educational commissions or our embassies abroad on the success of teacher exchange. Principal publications of the Office concerning this program are *Teacher Exchange Opportunities* (annual) and "Your Exchange Teacher from Abroad." Also, a number of articles have been written about the program and are available. *International Educational Exchange: A Selected Bibliography* by the writer is a comprehensive bibliography covering all types of exchange and training programs.

The Office cooperates with the Bureau of Educational and Cultural Affairs, Department of State, in the administration of this project. The Department of State is also assisted by the Board of Foreign Scholarships, a 12-member board appointed by the President, which is responsible for policy and final selection of all grantees. The Commissioner of Education is a member of the board.

Teachers in the United States who wish to apply for exchange teaching assignments or summer seminar opportunities abroad should address their inquiries to the Teacher Exchange Section, Bureau of International Education of the Office of Education.

2. *International teacher development program*

Since 1944, the Office of Education, in cooperation with the Department of State, has operated the teacher development program, which provides grants to enable teachers, supervisors, and school administrators from abroad to obtain further training and practical experience. In the Office, the program is administered by the International Teacher Development Section. Grants, usually for 6 months, are made in the fields of elementary, secondary, and vocational education; English as a second language, American civilization; administration and supervision. Grants are also given for work in more specialized fields, such as education of the blind and deaf, tests and measurements, and educational statistics.[1]

After a 2-week orientation period in Washington, D.C., which provides an introduction to American life, history, geography, and general culture as well as to American education, the visiting educators are assigned in groups of approximately 20 to 25 to cooperating colleges and universities. Since 1944, approximately 100 colleges and universities have participated in this program by arranging seminars for specialized groups. At these training centers, special seminars are conducted for them in the philosophy and principles of American education, teaching methods, preparation of materials, organization of schools and the curriculum, school-community relationships, and other related subjects. The educators may also audit one or two regular courses in their field of interest, for example, teaching of reading, chemistry, or history. Where possible, they are housed with selected families so that they may learn more about family life in this country. Arrangements are made for them to visit farms, factories, courts, schools, and places of historic and cultural interest to give them opportunities to gain an understanding of the United States.

After Christmas, the educators are assigned in small groups of 6 to 10 to a State department of education in another region of the country. They spend several days with department staff members, discussing education in the State before going individually to selected schools for observation of classes. They speak to students, faculty, and civic groups about their countries, customs, educational systems and cultural backgrounds.

During the last year, 572 educators came from 65 countries under this program. They attended 12 special university or college seminars; visited in 25 States and State departments of education; observed in over 5,000 schools; visited in 6,000 homes; and made over 8,000 talks to students, teachers, civic groups, and other citizens. Judging by letters the Office received from their hosts, the visitors had made a real contribution to a better understanding between their people and ours.

At the close of the 6-month program, all of the educators return to Washington, D.C., for final discussions, a sharing of experiences, and an evaluation of those experiences. Since the teacher development program began, 5,047 teachers, supervisors, and administrative officials from approximately 83 countries have participated in this type of activity.

3. *Technical training program*

In 1951, the Office of Education was asked to assist the Technical Cooperation Administration in providing training in certain educational fields for participants from other countries coming to the United States under the Technical Assistance Program. In turn, the Office has similarly cooperated with each agency responsible for our foreign aid program: with the Mutual Security Agency beginning in 1952, with the Foreign Operations Administration from 1953 to 1955, with the International Cooperation Administration from July 1955 to 1961, and since then with the Agency for International Development (AID).

Since these programs of technical assistance to underdeveloped countries were initiated, the Office, through the Technical Assistance Training Section, has arranged training programs for approximately 3,400[2] participants from more than 65 countries or dependencies. Grants usually range from 6 months to a year in duration, and emphasis is on practical training and observation. Occasionally, high-level teams, representing Ministry of Education officials, provincial education authorities, or technical institute staff come for shorter periods of time. If such

[1] The detailed operation of this program is described in the January 1963 issue of *Higher Education* in an article by Robert E. L. Crane, Acting Director, Educational Exchange and Training Branch, Bureau of International Education.

[2] A cumulative total by years shows approximately 7,100 participants, but many of them are carried over from one year to the next on their training programs.

visitors lack an adequate knowledge of English, the program provides interpreters for them throughout their stay.

In order to send those most in need of training or those in key positions to effect changes in education, Ministries of Education and our AID Missions sometimes must select people lacking in ability in English. These people are asked to study English intensively before leaving home or after their arrival here to take instruction at the Georgetown University Language Center in Washington, D.C. Some of the participants, whose native language is Spanish, may take part or all of their training in Puerto Rico.

The Office of Education worked with over 100 training centers in the United States in placing almost 800 participants for effective programming during the past year. These included colleges and universities, trade schools, and technical institutes. State departments of education, public and private schools, and industry also cooperated to provide practical training experience and a well-rounded, successful program. In the past 2 or 3 years, some 60 different fields of training have been represented.

All participants are selected by the educational missions and the Ministry of Education and must be in fields which support the special project or projects being undertaken in the sending countries.

After participants arrive in this country, they spend a 2- to 3-week orientation period in Washington, D.C., much of it with individual specialists in the Office. Aside from special groups or teams, most of the programs are individual. Usually, the participant spends about half of his time in taking course work and about half in practical training and observation. Some participants may be permitted to work for degrees if their programs are approved by our educational missions overseas and by the sending government, and if they can be admitted to degree candidacy. Approximately half of the trainees are graduate students; the other, undergraduates.

Upon termination of their training programs, participants return to Washington, D.C., for final discussions and evaluations of programs. In this phase, they are cautioned to adapt what they have learned to home situations rather than try to adopt without change what they have observed here.

University, college, technical institutes or trade school officials interested in receiving individual participants or groups for training should write to the Technical Assistance Training Section, Technical Assistance Branch of the Office.

One of the most encouraging developments of the era in which we live is the concern exemplified in these programs for the welfare of other peoples and other nations. The assistance we are giving, only when requested, in improving the health, diet, economy, and education level in other countries is not only humanitarian, but a step forward toward the peace of the world.

4. *Extent of programs*

Since the Office of Education has been involved in the exchange and training programs from 1939 to 1963, over 20,000 students, teachers, leaders, and specialists, both American and foreign, have participated under its guidance in the various types of program activities and have come from or gone to all of the free nations.

5. *Serving education missions abroad*

Under the Program of Technical Assistance, the Office of Education also assists the Agency for International Development in recruiting specialists and consultants in different educational fields to staff the operating missions overseas and to advise other governments. The AID has established a mission in each country participating in the program, and the work of the mission in health, agriculture, or education is based upon a bi-national agreement between the two countries concerned. The U.S. AID Mission usually includes specialists in all fields of the country's program.

As examples of the types of personnel recruited, they may be specialists in teacher training to advise on new training techniques and to conduct workshops and vacation seminars for teachers, or specialists in various areas of vocational education. In some instances, a specialist may be sent out to assist in setting up a new technical institute or to prepare new readers for elementary grades, using native material as illustrations. In India, the dean of one of our outstanding university colleges of education served as adviser to the Ministry of Education.

In addition to supplying educational staff for the missions, the Office provides continuing support. It receives equipment requests and advises on procurement. It furnishes lists of teaching aids and other informational materials. It prepares lists of

(*Continued on p. 19*)

AID and AUB:

Partners in Middle East Development

By MYRON H. VENT*

EACH YEAR more than 800 students, educators, and other participants from 15 countries in the Middle East arrive at the American University of Beirut (AUB) to study under the auspices of the Regional Training Program sponsored by the Agency for International Development. As used here, the term "Middle East" is more appropriate than "Near East," though neither term is accurate. The countries range from Pakistan and Nepal in the East to Morocco in the West and as far South in Africa as Somalia and the Sudan.

The terms "students," "participants," and "educators" are more precise. Four- and five-year undergraduate programs, which account for approximately 60 percent of the total number, are usually unrelated to development projects in the cooperating countries, although in most instances they tie in with the manpower requirements of long-term plans for social and economic development.

Twenty-six percent of the annual arrivals may be classified as participants, since they are directly associated with development projects jointly sponsored by U.S. AID Missions and host governments. The remainder, about 14 percent, fall into the "educator" category, made up of teachers and administrators who take part in special 4- or 6-week summer institutes. The institutes are conducted in Arabic and are designed to improve instruction in and supervision of public schools in the Arab countries. Except for the institutes, all instruction in other areas of the program is conducted in English.

The Regional Training Program began in 1951 as part of the Point-4 Program under the Technical Cooperation Administration with the placement at AUB of 118 students from 10 countries in 6 fields of specialization. It gradually expanded until in 1958 the International Cooperation Administration signed a contract with AUB which provided for an annual total of 665 students from 15 countries in 8 fields of specialization. The contract also called for training annually a maximum of 130 educators in special short-term programs or summer institutes.

To insure the continuation of this program, which is now under the supervision of AID's Bureau for Near East and South Asia, and to facilitate planning on the part of the university, the Agency renews its contract with AUB, depending upon the availability of funds, on a 3-year basis paying both direct and indirect costs of instruction. The annual cost of the program since 1958 has been approximately $2½ million. Costs for training additional students or participants outside the contract, ranging from 50 to 100, are at regular tuition and fee rates and are defrayed by various U.S. AID Missions participating in the program on an independent basis. Non-contract students are accepted by the university provided spaces are available in the various schools and departments. In both instances, students are provided a modest per diem to cover board and lodging. They are also provided with books and transportation to and from Beirut.

The eight fields of training presently stipulated in the contract prescribe minimum and maximum numbers of students in each field. The various fields and their present maximums are: Education—190; agriculture—150; engineering—100; public health—75; public administration—50; business administration—40; pharmacy—35; and nursing—25. The limits in these fields are determined to some extent by the facilities of the university. Countries presently included in the contract program are: Afghanistan, Cyprus, Ethiopia, Greece, Iran, Iraq, Jordan, Lebanon, Libya, Morocco, Nepal, Pakistan, Sudan, Syria, and Tunisia.

Each year, in cooperation with the Missions and

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Dr. Vent received the A.B. degree from the University of Chicago, the M.A. from Northwestern, and the Ph. D. from the University of Maryland.

AUB and with concurrence from Washington, the Regional Training Office establishes target quotas distributing the 665 places within the contract among the 15 countries on the basis of a country's need for training in these fields and its past ability to provide acceptable candidates for admission to AUB. Generally, training Officers in each of the participating countries in cooperation with local government officials supervise the selection of candidates. To assist in this selection, AUB sends a representative from its Office of Tests and Measurements to each of the countries to administer the AUB English entrance examination. In some instances where the English proficiency of the candidates is not quite acceptable, a candidate may be assigned to special form—a prefreshman program conducted by AUB at the university to prepare the student for college work. Until recently the special form stressed mastery of English only. It now includes remedial work in such other subjects as physics, mathematics, and chemistry in which many students from the developing countries have had insufficient training at the secondary level. For those applicants who do not need a year of preparation for college work, AUB has arranged a 2-month orientation program which gives students an opportunity to adjust to American methods of instruction and university life in general prior to the beginning of the school year.

In spite of careful selection, there have been some failures among AID students. Nevertheless, studies based on university records show that AID sponsored students as a group have significantly higher grades than non-AID students and a lower rate of failures. Many of them have been graduated with distinction. Improved counseling services are expected to reduce failures to a minimum.

The extent to which the AID–AUB contract program has contributed to the manpower resources of the Middle East is indicated by the kinds of programs the 1,843 participants have completed in the eleven years from June 1952 through September 1962. The number of persons completing programs in nine* fields of study, together with information on their programs—that is, whether they were in certificate or diploma programs as in public health; vocational technical training; or regular undergraduate and graduate programs—is indicated below:

ADEN, 2
- Public health, 2 certificate

AFGHANISTAN, 85
- Agriculture, 1 undergraduate, 47 technical vocational
- Business administration, 3 graduate
- Education, 11 undergraduate, 5 graduate
- Engineering, 1 undergraduate, 4 technical vocational
- Public administration, 1 undergraduate, 3 graduate
- Public health, 4 certificate, 5 diploma

CYPRUS, 4
- Public health, 4 certificate

EGYPT, 6
- Public health, 6 certificate

ETHIOPIA, 217
- Agriculture, 1 undergraduate, 4 graduate, 59 technical vocational
- Business administration, 12 undergraduate, 3 graduate
- Education, 1 undergraduate, 43 graduate
- Engineering, 1 undergraduate
- Nursing, 14 graduate
- Pharmacy, 1 undergraduate
- Public administration, 32 undergraduate
- Public health, 40 certificate, 6 diploma

GREECE, 31
- Agriculture, 2 undergraduate
- Business administration, 6 undergraduate
- Education, 12 undergraduate, 2 graduate
- Engineering, 2 undergraduate
- Nursing, 3 graduate
- Public administration, 4 undergraduate

IRAN, 248
- Agriculture, 11 undergraduate, 13 technical vocational
- Business administration, 2 undergraduate, 1 graduate
- Education, 12 undergraduate, 34 graduate
- Engineering, 5 undergraduate, 4 technical vocational
- Nursing, 5 graduate
- Pharmacy, 2 undergraduate
- Public administration, 11 undergraduate, 2 graduate
- Public health, 90 certificate, 56 diploma

IRAQ, 46
- Economics, 2 graduate
- Education, 1 graduate
- Nursing, 3 graduate
- Public health, 30 certificate, 10 diploma

JORDAN, 232
- Agriculture, 24 undergraduate, 9 technical vocational
- Business administration, 4 undergraduate
- Economics, 4 undergraduate
- Education, 44 undergraduate
- Engineering, 30 undergraduate, 4 technical vocational
- Nursing, 6 graduate
- Pharmacy, 6 undergraduate
- Public administration, 13 undergraduate, 1 graduate
- Public health, 80 certificate, 7 diploma

LEBANON, 482
- Agriculture, 68 undergraduate, 5 graduate, 23 technical vocational
- Business administration, 8 undergraduate, 4 graduate

*The countries of Aden and Egypt and the field of economics were not covered in the 1958 contract.

Economics, 3 undergraduate, 2 graduate
Education, 52 undergraduate, 23 graduate
Engineering, 101 undergraduate, 1 graduate
Nursing, 8 graduate
Pharmacy, 5 undergraduate
Public administration, 25 undergraduate, 11 graduate
Public health, 138 certificate, 5 diploma

LIBERIA, 9
Public administration, 2 graduate
Public health, 7 certificate

LIBYA, 43
Agriculture, 14 technical vocational
Business administration, 1 undergraduate
Education, 3 undergraduate
Public health, 25 certificate

NEPAL, 44
Nursing, 2 graduate
Public health, 33 certificate, 9 diploma

PAKISTAN, 308
Agriculture, 5 undergraduate, 20 graduate, 86 technical vocational
Education, 12 undergraduate, 60 graduate
Engineering, 2 undergraduate, 3 graduate, 13 technical vocational
Nursing, 8 graduate
Pharmacy, 1 graduate
Public administration, 1 graduate
Public health, 54 certificate, 43 diploma

PALESTINE, 38
Economics, 3 undergraduate, 2 graduate
Education, 2 undergraduate, 2 graduate
Engineering, 3 undergraduate
Public health, 26 certificate

SYRIA, 33
Economics, 2 undergraduate, 1 graduate
Public administration, 2 undergraduate
Public health, 25 certificate, 3 diploma

SUDAN, 15
Agriculture, 4 undergraduate, 2 technical vocational
Education, 9 undergraduate

The major educational and technical manpower needs of the Middle East are reflected in the fields of study and number of participants indicated below:

Field of study	*Number of participants*
AGRICULTURE	*398*
Undergraduate	116
Graduate	29
Technical vocational	253
BUSINESS ADMINISTRATION	*44*
Undergraduate	33
Graduate	11
ECONOMICS	*19*
Undergraduate	12
Graduate	7
EDUCATION	*328*
Undergraduate	158
Graduate	170
ENGINEERING	*174*
Undergraduate	145
Graduate	4
Technical vocational	25
NURSING	*49*
Graduate	49
PHARMACY	*15*
Undergraduate	15
PUBLIC ADMINISTRATION	*108*
Undergraduate	88
Graduate	20
PUBLIC HEALTH	*708*
Certificate	564
Diploma	144

The contract also calls for training a maximum of 130 teachers and administrators annually in special short-term or summer institutes. In the 11-year period, 1952 to 1962, 1,035 teachers and administrators have been trained.

One of the outstanding advantages of undergraduate training at AUB, aside from a saving in cost in comparison with training in the United States, is that students are not faced to the same degree with problems of readjustment and reintegration on returning home upon completion of their studies. This, of course, also applies to students at the graduate level. Most of the undergraduate students return to their countries during the summer vacation. Moreover, programs in public health, which are tailored to the needs of the surrounding countries, are almost exclusively of 1 year duration, as are some of the special programs in agriculture and nursing. Since the beginning of the AID–AUB program, fewer than 1 percent of the graduates have failed to return home.

Another advantage of training at AUB can be found in the pronounced attempt of the university to meet the needs of students from the Middle East. Both course offerings and course content strongly reflect a recognition of problems in the developing countries throughout the region. This is quite different from stateside universities where the major effort is, as it must be, on training Americans for careers within the American community. Although many educational institutions in the United States arrange special programs to meet the needs of foreign students, the large-scale development of functional programs in an institution in the United States is understandably far more difficult than in a school located abroad whose student body is almost wholly composed of non-Americans, chiefly from one geographical area, and whose faculty has the frequent

Participation of teachers and administrators in summer institutes, under AID–AUB contract: 1952–62

Summer of—	Iraq		Jordan		Lebanon		Libya		Morocco		Syria		Total		Total
	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	Teachers	Administrators	
1952	4	.....	2	.....	60	.....	.....	.....	.....	.....	.....	.....	66	.....	66
1953	4	.....	8	.....	34	.....	.....	.....	.....	.....	8	.....	54	.....	54
1954	20	.....	27	.....	48	.....	.....	.....	.....	.....	.....	.....	95	.....	95
1955	28	14	20	1	28	3	.....	.....	.....	.....	.....	.....	76	18	94
1956	25	27	.....	8	19	7	.....	.....	.....	.....	.....	.....	44	42	86
1957	37	7	.....	8	9	29	.....	3	.....	.....	.....	.....	46	47	93
1958	.....	.....	.....	.....	32	12	.....	.....	.....	.....	.....	.....	32	12	44
1959	.....	.....	33	16	21	14	22	16	.....	.....	.....	.....	76	46	122
1960	10	5	25	15	10	10	20	18	10	5	.....	.....	75	53	128
1961	10	10	15	11	14	10	15	9	19	10	.....	.....	73	50	123
1962	7	.....	31	8	18	5	12	5	20	10	12	2	100	30	130
Total	145	63	161	67	293	90	69	51	49	25	20	2	737	298	1,035
Grand total	208		228		383		120		74		22		1,035		1,035

opportunity to study at first hand the problems vexing the countries from which most of its students come. It should also be noted that a goodly number of AUB's instructors and professors are native to the Near East with an intimate understanding of its problems and the mental and emotional makeup of the students who sit in their classrooms.

While lack of contact with American life and culture might be regarded by some as a disadvantage of training in Beirut, the American character of AUB is apparent in its administration, its curriculums, methods of training, and in its athletic, social, and cultural activities. Approximately one-fourth of its faculty is American, and most of the remaining faculty members have degrees from universities in the United States. A program of home hospitality was recently arranged in which students have an opportunity to meet members of the faculty informally and many of the estimated 4,000 Americans living in Beirut. Other arrangements have been made so that graduates under the program may now become members of an appropriate American professional society. The number of American students is unfortunately rather small, numbering slightly more than 100 out of a total enrollment of approximately 3,000.

Although no comprehensive evaluation of the individual performance of graduates has been attempted to date, evidence of their effectiveness in guiding progress in the Middle East is frequently found. Visits to cooperating countries reveal that AUB graduates frequently hold important positions in the various ministries, considerably easing communication between AID technicians and their counterparts in the planning of development projects and other assistance. In some instances, the minister or director-general of a ministry may be an AUB alumnus, though not necessarily a graduate under the AID program. A good example of an effective AUB graduate under the AID program is the Director-General of Education in Iran who has played an important role in expanding and upgrading education facilities in that country and who in the spring of 1962 organized a 10-day visit to the university for a group of more than 100 Iranian educators.

The value of training under the AID program at AUB has also been recognized by the various governments which grant leaves of absence and insure the payment of salaries to their employees during their period of training at the university. Additional evidence that the program has been recognized as contributing substantially to the development of manpower resources in the Middle East is that countries such as Saudi Arabia, Somalia, and Iraq have sponsored similar programs of their

own at AUB in an effort to speed up the supply of persons with much-needed skills and competencies. Most of the cooperating countries would like to have more participants in the program than their present quotas will permit.

While the AID/AUB program is sponsored by the Agency for International Development for the purpose of promoting the economic and social development of the Near East and surrounding territory, it also has the effect of winning innumerable friends in the area. Many of those graduating report to the Regional Training Office the day after commencement exercises to acknowledge the help extended to them by the United States Government. Similarly many letters are received which express these sentiments in writing. The replies to all of these expressions of gratitude are the same. Participants in this program are told that the best way they can show their appreciation is to return home upon completion of their studies and assist to the greatest extent possible in raising the standards of living and promoting the general welfare of their countries. It is only in this way that they can reflect credit on the program and fulfill the objectives of training provided by the university in cooperation with AID.

International Education

AID Extends Contract for Guinean Training Program

THE Agency for International Development has awarded a $1,092,776 contract amendment to the African-American Institute to continue its services in administering an academic and vocational training program for students from Guinea. The amendment extends the services of the Institute, a nonprofit organization, until June 1965. The original contract amounting to $1,234,000 was awarded in June 1960.

Under terms of the contract, the Institute assists the government of Guinea in the selection and placement of approximately 150 trainees in foreign institutions, mostly within the United States, and in the administration and supervision of the program. The Guinea National Commission on Scholarship selects the participants.

The contract provides for all costs of the program, including tuition and fees, student living expenses, English language training, overseas and local travel, books and supplies, and accident and health insurance.

For students in 4-year study programs, the Guinea Government finances round-trip travel to their homes during the summer vacation following their second year.

Most of the approximately 150 Guineans now in training under this program are enrolled in colleges and technical schools throughout the United States.

The program serves college-level students and technical personnel engaged in training ranging from the trades through the professions. College work is given in such specialized fields as medicine, pharmacy, engineering, banking, insurance, education, and economics as well as regular academic courses. Among subjects offered for trainees at technical institutions are auto mechanics, electricity and electronics, and aviation.

Colleges and Universities Participate in Overseas Program

DURING the last quarter of 1962, the Agency for International Development awarded 10 contracts to 8 United States colleges and universities for educational and technical services overseas in support of the U.S. foreign aid program. An 11th contract was granted to an independent educational organization. The 11 contracts amounted to $4,309,933 and ranged in length from 6 weeks to 3 years.

Including the 11 contracts, a total of 107 contracts with 61 institutions amounting to $123,853,676 were in effect at the end of 1962. This does not include AID contracts with U.S. schools for training and research within the United States.

In their overseas operations, U.S. institutions under AID contracts provide training in a variety of subjects, among them agriculture, engineering, teacher education, English as a second language, and medicine. U.S. college representatives work directly with a particular school in the foreign country or in cooperation with a government agency such as a ministry of agriculture or health. Their work may include assisting in curriculum development or establishing educational standards, and occasionally directing classroom instruction while the staff of nationals is being trained.

The greatest activity in the university program is in the Near East-South Asia region, where 34 contracts totaling $54,527,550 were in effect at the end of 1962. Contract figures for 3 other world areas are: Latin America—24 contracts totaling $16,487,767; Africa—27 contracts, $25,048,481; and the Far East—19 contracts, $22,409,804. In addition, there are contracts in operation on an area-wide basis in each of 3 regions, totaling $5,380,074.

University of Pittsburgh Assists Ecuador Under Alliance for Progress

THE University of Pittsburgh will send more than 20 professors to the Central University of Ecuador to help remedy a critical shortage of scientists, engineers and public and business administration graduates under an Alliance for Progress contract signed recently with the Agency for International Development. Under the 3-year agreement, AID will pay the University of Pittsburgh $1,071,000. Ecuador will provide local facilities under the grant.

Pittsburgh will send 12 staff members in the fields of business administration, public administration, basic science, engineering, social science, and the humanities. They will leave in July for a 2-year stay. The university will also send as many as 12 other staff members for 1- to 4-month periods and will provide training for an estimated 100 Ecuadoreans on its U.S. campus.

The professors will have the responsibility for providing technical advice and guidance for the improvement of academic programs; for the development of teaching laboratories and basic libraries; and for inservice training, including teaching specific courses. They will also work toward improving and strengthening the preparation of secondary, normal, and technical school teachers while developing detailed specifications for the equipment required to establish the laboratories and libraries.

OE International Education News

Summer seminars abroad

A TOTAL of 1,219 applications were received by the Bureau of International Education, Office of Education, for 190 available grants in the summer seminars abroad program for United States teachers. Applications of the 265 candidates recommended by the Office were forwarded to the Department of State for consideration by the educational authorities abroad, in the country concerned, and the Board of Foreign Scholarships. The seminars offered, the number of candidates recommended, and the grants available are listed below.

Country and seminar	*Number of candidates recommended*	*Number of grants available*
Brazil: Seminar for teachers of Latin American history, geography, and social studies	23	15
Colombia: Seminar for teachers of English	29	20
France: Seminar for teachers of French	32	25
France: Seminar for teachers of world or modern European history	28	20
Germany: Seminar for teachers of German	29	20
Greece: Seminar for teachers of classical, ancient, medieval, and world history	27	20
India: Seminar for teachers of world, Middle or Far Eastern history	27	20
Italy: Seminar for teachers of the classics	26	20
Spain: Seminar for teachers of Spanish	44	30
TOTAL	265	190

OFFICE OF EDUCATION *Studies* AND *Surveys*

Enrollment for Advanced Degrees, Fall 1961

THE Office of Education has issued a summary report of its third annual survey, *Enrollment for Advanced Degrees: Fall 1961*, by Wayne E. Tolliver, research and program specialist.

Questionnaires went to the 633 colleges and universities conferring a master's or higher degree. Completed questionnaires were returned by 631 (99.7 percent) of the institutions. Figures were estimated for the two institutions not providing data.

These are some of the highlights of the survey:

►Total enrollment for advanced degrees in the fall

of 1961 was 339,000—an increase of 34,200 (11.2 percent) from the fall of 1959.

▸The percentage of students pursuing full-time programs of study for an advanced degree was about the same in 1961 as it was in 1959—39.1 percent in 1961 as compared to 37.8 percent in 1959.

▸The 339,000 students were distributed as follows: 217,000 (64.0 percent) in their first year of work for an advanced degree; 13,000 (3.8 percent) in the last year of work for the doctorate, and 109,000 (32.2 percent) in intermediate years of work for an advanced degree (i.e., master's except first professional or doctor's degree).

▸The Office of Education estimates that the number of doctor's degrees conferred during 1961–62 probably did not exceed 11,400. Earned degree data for 1961–62 are currently being collected and analyzed. In the meantime, it is assumed that approximately 12.0 percent of the 13,000 students in the last year of work for the doctorate were unable to complete all requirements for the degree by June 30, 1962.

A comprehensive analysis and presentation of detailed data from this survey will be published soon by the Office in a circular entitled *Enrollment for Advanced Degrees: Fall 1961*.

OE program notes

National Defense Education Act

Two language and area centers added for 1963-64

Two additional language and area centers, one located at Duke University and the other at Columbia University, will receive Federal support during the 1963–64 academic year through title VI (language development) of the National Defense Education Act. This will bring to 55 the number of NDEA language and area centers receiving title VI support during the first 5 years of the program's operation.

Under contract with the U.S. Office of Education, Duke University will expand the South Asian studies program developed as part of its Commonwealth-Studies Center into a Center for South Asian Studies. The new center will offer courses in Hindi-Urdu, Sanskrit (in cooperation with the University of North Carolina), and in South Asian history, culture, and political science, particularly of India and Pakistan. Professor Ralph Braibanti of Duke University will be director of the center.

Under another contract, Columbia University will establish a new African Language and Area Center through expansion of its present program of African Studies. Instruction in Swahili and Hausa will be provided, as well as graduate-level courses in African area studies. Director of the center will be Professor L. Gray Cowan of Columbia University.

Federal funds for each of these centers in 1963–64 will total about $25,000, which will be matched by the sponsoring institutions.

Three of the languages to be offered at these centers—Hindi-Urdu, Hausa, and Swahili—have been listed by the Commissioner of Education, under the terms of NDEA, as languages which are critically needed by Government, business, industry, and education, and for which adequate instruction is not widely available in the United States. Hindi-Urdu is one of the 7 languages cited as requiring highest priority in development.

Negotiations are currently being conducted by the Office of Education for continued support of the 53 NDEA Language and Area Centers now in operation, with results to be announced as soon as the contracting is completed.

Language research in non-Western studies

THE STATUS of studies in the field of non-Western languages and civilizations offered at the Nation's liberal arts colleges will be surveyed by the Association of American Colleges (AAC), under a contract with the U.S. Office of Education. The project will be financed through the Research and Studies Program authorized under title VI (language development) of the National Defense Education Act, at a cost of $35,000.

The survey will review in detail the successful efforts, as well as the problems, of incorporating the cultural heritage of non-Western civilizations into the liberal arts curriculum. Data will be gathered from responses to a questionnaire distributed to the more than 800 undergraduate institutions represented by the AAC, supplemented, when possible, by inquiry in depth through correspondence and campus visits. Findings and recommendations will be contained in the project's final report.

Many undergraduate colleges today are seeking

means of extending instructions in the various academic disciplines to include non-Western studies. By comparing the efforts which are being made along these lines and giving particular attention to the most successful, the survey is expected to contribute to the broadening of the traditional liberal arts curriculum in colleges throughout the United States.

Early in 1962, the AAC recommended that the modern liberal arts college broaden its traditional curriculum to include the study of non-Western civilizations and their languages. A preliminary inquiry conducted by the Association indicated, however, that actual achievements in this area have been limited. Undergraduate courses including non-Western subject matter have often been isolated additions to the conventional curriculum, rather than part of a broad effort to reach large numbers of students by expanding the curriculum as a whole.

Conference on Programs for the Gifted

As PART of its talent development project, the Office of Education sponsored a national conference in Pittsburgh, March 25 through 27, for persons in State departments of education responsible for programs or provisions for the gifted and talented.

Among topics discussed were the concept of coordinated education for the mentally advanced and early admission to school for mentally advanced children. The latter topic was essentially a report on the initial findings of a project conducted by the University of Pittsburgh and supported by a 3-year grant from the Cooperative Research Branch of the Office.

Specialists from the Office included J Ned Bryan, specialist for the gifted and talented; William R. Carriker, research coordinator, Cooperative Research Branch; Winslow R. Hatch, coordinator, Clearinghouse of Studies on Higher Education; and Edith S. Greer, specialist for curriculum coordination.

Project English

Its beginning

UNTIL VERY RECENTLY, research in English had been conducted largely by individual researchers with meager financial resources. After the Congress appropriated funds for the Cooperative Research Program in 1956, the situation was somewhat improved by the allocation of funds to research studies in English. In 1961 the Congress appropriated funds for Project English, and preliminary work on the project was begun.

Teachers on all levels have responded enthusiastically to the project. Over 200 heads of college departments of English wrote to the Office (which administers the project through the Cooperative Research Program) pledging their support; over 350 attended a specially planned Modern Language Association program in 1962. Departments of English and schools of education are cooperating in project work. Professional organizations such as the National Council of Teachers of English (NCTE), the Modern Language Association (MLA), the College English Association (CEA), and some departments of the National Education Association (NEA) are giving solid support.

Its present

The present activities of Project English include 6 curriculum study centers and 30 research studies. Funds have been made available for this fiscal year and the next 2 years for demonstration centers.

Curriculum study centers.—Colleges, universities, or State departments of education may submit proposals for curriculum study centers in English designed to develop sequential patterns for teaching reading, composition, and related language skills, to test promising materials, and to develop curriculum recommendations and materials. Contracts have been signed with six colleges and universities to date.

Basic and applied research studies.—Through colleges, universities, or State departments of education, individuals or groups may present proposals for research that show promise of contributing to the improvement of instruction in English on any level. A number of such proposals have already been approved by the Cooperative Research Advisory Council. Thirty research projects in English are being conducted at present.

Demonstration centers.—The Office of Education through the Cooperative Research Program will provide support for the establishment of demonstration centers in English. Centers will permit and encourage observation, study, and selection by English teachers and supervisors from nearby and distant schools; they will disseminate information about particularly successful content, techniques,

and programs of instruction. Such centers may deal with English on the elementary, secondary, and college levels. A center may demonstrate either a total English program or selected aspects of it such as the use of linguistics, the teaching of literature, an integrated program in composition, the use of audiovisual materials, a program in which flexibility of teacher use and class scheduling is a feature, inservice education, or the preparation and induction of teachers of English. Some centers may wish to prepare films or kinescopes for dissemination; a "curriculamobile" might be one means of disseminating information.

To date, 26 proposals for demonstration centers have been submitted to the Cooperative Research Branch. The next deadline will probably be in August or September 1963.

Information on curriculum study centers, research studies, or demonstration centers may be obtained from: Coordinator of Project English, Office of Education, U.S. Department of Health, Education, and Welfare, Washington 25, D.C.

Its Future

Although Project English is still in the formative stage, its long-range possibilities are many. The needs peculiar to the field of English suggest the desirability of several types of activities and programs such as these:

1. Special short seminars for college teachers to familiarize them with significant recent research and to facilitate exchange of information, ideas, and techniques.

2. Study of college programs designed to prepare future elementary and secondary teachers; establishment of pilot programs.

3. Assistance to liberal arts graduates to enable them to meet certification requirements.

4. Recruitment of additional able young persons into the profession.

5. Special scholarships, fellowships, or loans to teachers for professional improvement.

6. Work on the problem, existing in many schools, of an inadequate supply of books and other materials.

7. Examination of the usefulness of such innovations as programed instruction.

8. Study of slow and bright children, culturally deprived and culturally rich areas, special content in special situations.

9. Increase of the familiarity of the profession and the public with excellent teaching and teaching practices.

10. Arrangement for coding and retrieving of bibliographical information on research in the teaching of English to make it readily available.

11. Institutes for elementary, secondary, and junior college teachers to increase their knowledge of language and literature, to improve their skill in writing, and to acquaint them with new teaching methods and instructional materials. Perhaps, as in science, summer, academic-year, and inservice institutes may be planned. Alternatively extension courses may replace inservice institutes.

12. Continuation and extension of basic and applied research, with improved dissemination of results.

EDITOR'S NOTE.—Additional background information on Project English may be found in *Project English Newsletter: Issue No. 3* (OE–30006–3) available from the Office.

Research Studies on High School Science and English

COMMISSIONER KEPPEL has announced the award of Office of Education contracts to two universities for research in high school courses in science and English.

The first award, a contract for $119,500, went to the University of Illinois for a study to determine the type of high school program which seems most likely to insure a student's success in college English. This study, to be directed by James R. Squire, associate professor of English at the university, is to be concluded by September 1, 1965.

The university will select 50 public and private high schools from a group of 76 in 34 States whose students have consistently won honors in English in the competition conducted annually by the National Council of Teachers of English at Urbana, Ill. In selecting the 50 schools, the university will also take into account the size of the student body, the economic backgrounds of the students, whether the school is public or private, whether it is in a rural or urban locality, and the extent to which the institution received financial support from the citizens of its community.

Using the same procedure the university will select another 50 schools whose students have attained little distinction in English. The English courses and English instructional methods used in the two groups of schools will be compared.

The second award, with a $45,000 contract, went to Western Michigan University for a similar study in science. The study will be directed by the

Dean of the School of Graduate Studies, George G. Mallison. The contract expires January 1, 1968.

The Western Michigan Project will involve a study of about 1,000 public high school students from Illinois, Indiana, Ohio, and Michigan who plan to enter college this fall after extensive work in science.

By questionnaire and interview, the university plans to follow the career of these students during the 4 school years, 1963–67, they would normally spend in college. It will check on them from time to time to determine whether they are dropping, continuing, or expanding their work in science and the reasons for their actions. In addition, it will also obtain information on their plans for work after college and the methods by which they are supporting themselves while in college. This is to determine under what conditions students with an initial interest in science are likely to continue their interest through their college years and after graduation.

Other Program Notes

Atomic Energy Commission

International reactor technology programs

THE Atomic Energy Commission is accepting applications for the sixth session of advanced courses in reactor operations supervision and reactor hazards evaluation offered through its Oak Ridge National Laboratory.

The courses, available to both foreign and U.S. graduate students, begin September 23, 1963. Deadline for submitting applications is June 15. Tuition for each course is $2,000.

U.S. citizens must be sponsored by the AEC, its contractors, or other Government agencies actively interested in the development and use of reactors. They may apply to the Director, Education Division, Oak Ridge National Laboratory, Oak Ridge, Tenn.

Applicants from other countries must have the approval of their respective governments. Financial assistance may be obtained through the Agency for International Development, the International Atomic Energy Agency, the Organization of American States, or the World Health Organization. The candidate must apply to the AEC through his embassy or legation in Washington, D.C.

All applicants should have a bachelor's degree in chemistry, physics, metallurgy, mathematics, engineering physics, or in aeronautical, chemical, civil, electrical, general, mechanical, metallurgical or nuclear engineering.

The 12-month courses are designed principally for international participation. The program of training together with subsequent experience in reactor operations is intended to prepare the engineer or scientist to supervise the operation of a research or power reactor for its designed purpose.

Since the courses were started in 1959, 148 students from 23 countries have attended.

Summer institutes

The Atomic Energy Commission and the National Science Foundation are co-supporting 41 summer institutes for high school and college teachers of science and engineering. Of this total, 22 institutes are open only to college teachers with approximately 420 stipends available. The programs, ranging from 6 to 8 weeks in length, offer instruction in such fields as radiation biology, radiochemistry, and radioisotope and radiation technology.

The AEC and the American Society for Engineering Education (ASEE) are sponsoring seven summer institutes for faculty members of engineering colleges, universities, and technical institutes. A total of 150 positions are available. In addition to 2 orientation institutes of 8 weeks in length, there will be several special topic institutes of 4 to 8 weeks. Information on these institutes may be obtained from the ASEE, University of Illinois, Urbana, Ill.

Conference on progress in nuclear education reported

A report on the proceedings of a special "Conference on Progress in Nuclear Education," held in Gatlinburg, Tenn., August 20–22, 1962, is now available.

Approximately 150 scientists and educators from all over the Nation attended the conference which was sponsored by the Oak Ridge National Laboratory, the Oak Ridge Institute of Nuclear Studies, and the Atomic Nuclear Society, in cooperation with the Atomic Energy Commission.

The 190-page publication, which follows the conference format, has 4 main sections: graduate

programs, problems and planning; undergraduate programs, status and evaluation; advances in secondary school education; and evaluation and projects. Copies of the publication entitled "Proceedings of the Conference on Progress in Nuclear Education" (TID–7638) are available from the Office of Technical Services, Department of Commerce, Washington 25, D.C. The price is $2.75.

A part of the proceedings, "Advances in Secondary School Education," is available without charge from the AEC, Division of Technical Information Extension, P.O. Box 62, Oak Ridge, Tenn.

Educational assistance grants

The Atomic Energy Commission has approved 98 educational assistance grants totaling $838,549 to 94 colleges and universities. The grants provide for purchase of laboratory equipment and fabrication of neutron sources for instruction in the nuclear aspects of the engineering, life, and physical sciences. Since the program was initiated in 1956, $23.6 million in grants have been awarded to 569 educational institutions for purchase of laboratory equipment to be used in nuclear education.

National Aeronautics and Space Administration

Conference on peaceful uses of space

THE National Aeronautics and Space Administration, with other participating educational, scientific and business institutions, is cosponsoring with the Committee for Economic and Cultural Development of Chicago the Third National Conference on the Peaceful Uses of Space during the Chicago and Midwest Space Month, April 9–May 9, 1963.

The conference is segmented to provide for the special interests of businessmen, engineers, scientists, educators, industrialists, lawyers, physicians, social scientists and advanced students.

The National Conference, to be held May 1–9, is divided into 2 parts: a nontechnical, general conference on space exploration and its implications to be held May 6–9 at Chicago's Civic Opera House directed at business executives, educators, and students; and a technical conference, May 1–4, at the Illinois Institute of Technology, the Armour Research Foundation, the University of Chicago, Argonne National Laboratories, Northwestern University, and the Adler Planetarium.

Those wishing to attend the May 6–9 general conference must register in advance with Space Month Headquarters, 208 S. LaSalle St., Chicago 4, Ill.

Summaries of aerospace research published

The 2-volume report of the proceedings of the University Conference on the Science and Technology of Space Exploration, held in Chicago last November and sponsored by the National Aeronautics and Space Administration, is available in 16 separate reports. They are listed below.

Geophysics and Astronomy in Space Exploration (NASA SP–13), 35 cents;
Lunar and Planetary Sciences in Space Exploration (NASA SP–14), 55 cents;
Celestial Mechanics and Space Flight Analysis (NASA SP–15), 35 cents;
Data Acquisition from Spacecraft (NASA SP–16), 40 cents;
Control, Guidance and Navigation of Spacecraft (NASA SP–17), 40 cents;
Bioastronautics (NASA SP–18), 30 cents;
Chemical Rocket Propulsion (NASA SP–19), 40 cents;
Nuclear Rocket Propulsion (NASA SP–20), 45 cents;
Power for Spacecraft (NASA SP–21), 25 cents;
Electric Propulsion for Spacecraft (NASA SP–22), 35 cents;
Aerodynamics of Space Vehicles (NASA SP–23), 40 cents;
Gas Dynamics in Space Exploration (NASA SP–24), 40 cents;
Plasma Physics and Magnetohydrodynamics in Space Exploration (NASA SP–25), 50 cents;
Laboratory Techniques in Space Environment Research (NASA SP–26), 40 cents;
Materials for Space Operations (NASA SP–27), 35 cents;
Structures for Space Operations (NASA SP–28), 45 cents.

The publications may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. The original 2-volume publication is also available from the Government Printing Office for $5.50.

National Institutes of Health

Two new institutes for NIH

Two new Institutes are in operation at the National Institutes of Health, Bethesda, Md., as authorized by the Congress last October. They are the National Institute of Child Health and Human Development (NICHHD) and the National Institute of General Medical Sciences (NIGMS). Their establishment brings to nine the number of Institutes included in NIH.

Two specialized research centers—the Center for Aging Research and the Center for Research in Child Health—formerly parts of the Division of

General Medical Sciences, provide the nuclei of the new NICHHD, which will supplement and reinforce research presently under way on the health status, needs, and problems of people in various stages of development, from infancy to old age.

The NIGMS will be responsible for administering, fostering, and coordinating research in the sciences basic to medicine and biology, to public health, and to certain clinical sciences and biomedical studies. The new Institute will also support programs of research grants, training and fellowships.

President's budget requests $930.5 million for NIH

PRESIDENT KENNEDY'S budget for fiscal year 1964, presented to the Congress in January, included a request in the amount of $930.5 million for the National Institutes of Health, an increase of $49.7 million over the amount appropriated to NIH for the current fiscal year, which ends June 30, 1963.

Of the total amount requested, $770.6 million is for grants and related contracts for research, training, fellowships, State control programs and community demonstration projects, an increase of $55.8 million. For direct operations, the 1964 request is for $159.9 million, a decrease of $6.1 million.

Subcommittee hearings on the NIH request in the House of Representatives were scheduled to begin about March 5.

Master's Degree for Home Teachers of the Adult Blind

A GRADUATE COURSE leading to a master's degree for home teachers of the adult blind will open in September 1963 at Western Michigan University, Kalamazoo, Mich. This will be the first time an M.A. degree is being offered in this subject.

The course is supported by a Federal grant from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare. The course is a follow-up of the nationwide study of Home Teaching of the Adult Blind completed in 1960 and sponsored by the Vocational Rehabilitation Administration and the American Association of Workers for the Blind.

Applications for the 2-year course should be addressed to Clair L. Jackson, Director, Program for Training Home Teachers for the Blind, Western Michigan University, Kalamazoo, Mich.

International Education

(Continued from p. 7)

books in different subject fields and at various grade levels for use overseas. The Office also recruits educational specialists or consultants for UNESCO for assignment abroad. Persons interested in educational assignments abroad should write to the Education Missions Section of the Office of Education.

6. Facilitative services

A large number of educators or others interested in education visit the United States from other countries and seek advice and assistance from the Office of Education. They may be persons sent by their own government, referred by their embassies, sponsored by private foundations, or here on their own funds. Information about education in this country is provided to them, appointments are made, itineraries planned, or institutional placements arranged. Approximately 1,000 educational visitors were aided in this way during 1961–62.

Another service is the tabulation of statistical information on all of the participants, whether American or foreign, in the United States international educational exchange programs. The Bureau of International Education serves as a clearinghouse of information about various types of exchange programs and performs related research. Staff of the Bureau render consultative service in many areas of international education, such as exchange and training programs, curriculum development, comparative education and others to various public and private organizations.

7. General responsibilities

In the recruitment of teachers for exchange positions and specialists for overseas assignments in our missions, much care must be taken to insure that persons selected are qualified and adaptable to new situations, can understand other cultures and customs, and can work cooperatively with their colleagues in other countries. Only our best should serve. In its position of leadership, the United States must be ably represented abroad. The Office of Education, through its Bureau of International Education, exercises a serious responsibility in this selective process and plays an important role in implementing the educational foreign policy of the United States.

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(2) *Free Publications: Request direct from the agency issuing them.*

From the Office of Education

Advance Report on Engineering Degrees (1961–62) and Enrollments (Fall 1962), by Leah W. Ramsey. February 1963. 4 p. Free. (OE–54004–62)

Educational AM and FM Radio and Educational Television Stations, by State and City, prepared by Gertrude G. Broderick. April 1962. 25 p. Free. (OE–34016)

Education Directory 1962–63, Part 3: Higher Education, prepared by Theresa Birch Wilkins. 1963. 221 p. 75 cents. (OE–50000–63)

Education Directory 1961–62, Part 4: Education Associations, prepared by Bobbie Doud. 1962. 122 p. 50 cents. (OE–1001–62)

Education for Freedom and World Understanding: A Report of the Working Committees of the Conference on the Ideals of American Freedom and the International Dimensions of Education, March 26–28, 1962. 1962. 62 p. 30 cents. (OE–10016)

Educational Materials Laboratory Report: Seasons and Holidays, by Lois Belfield Watt and Elaine Billingslea Dockens. October 31, 1962. 7 p. Free. (*Educational Materials Laboratory Report*, vol. IV, No. 7. OE–14031–20)

Flexibility in the Undergraduate Curriculum (No. 10 in "New Dimensions in Higher Education" series), by Charles C. Cole, Jr. and Lanora G. Lewis. 1962. 57 p. 35 cents. (OE–50032)

Library Statistics of Colleges and Universities, 1960–61: Part 1: Institutional Data, by John Carson Rather and Doris C. Holladay. 1962. 89 p. 50 cents. (OE–15023–61)

National Defense Language Development Program: Completed Research, Studies, and Instruction Materials—List No. 2. 1962. 27 p. 20 cents. (OE–12016)

National Defense Language Development Program: Research and Studies—Projects Initiated 1961. March 1962. 27 p. (OE–12014; next edition in press)

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